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RESEARCH INSTITUTE FOR PUBLIC SCHOOL CURRICULUM PERSONNEL. FINAL REPORT.

North Texas State Univ., Denton.
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Thirty Texas public school curriculum personnel participated in a 9-week summer research training institute at North Texas State University in 1966. Courses offered were:(1) problem identification in curriculum revision, (2) research methods and design, and (3) evaluative procedures. Several activities were designed to familiarize students with computer center and library facilities. Students were informed about researchable problems and needs in varying curriculum areas by staff members and resource personnel. Difficulty was encountered in attempting to acquaint them with sources of funds for educational research, but each trainee formulated a research problem on which he planned to work in his school system during the coming year. Staff members and most participants felt that the institute was profitable. Among changes recommended for proposed future institutes are that more emphasis be placed on handling statistics via automatic calculators, that field trips be more carefully structured, and that there be more time for selecting trainees from a wider geographical area. Appended to this report are 16 pages of publicity materials, trainee record forms, and the program schedule. (JS)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FINAL REPORT
Grant No. 6 1727

RESEARCH INSTITUTE FOR PUBLIC SCHOOL CURRICULUM PERSONNEL

AUGUST 15, 1966

SP001531

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

Research Institute for Public School Curriculum Personnel

Grant No. 6 1727

Program Director
John F. Curry

June 2 - August 3, 1966

The training program reported herein was conducted pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment of the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

North Texas State University

Denton, Texas

SP001531

Orientation of Program

The Research Institute for Public School Curriculum Personnel at North Texas State University was held during the nine weeks from June 2, 1966 through August 3, 1966.

Thirty trainees were selected for the Institute during the early part of May. The composition of the group was:

3 - classroom teachers
5 - supervisors
1 - counselor
1 - curriculum coordinator
7 - elementary principals
6 - junior high school principals
4 - high school principals
2 - assistant superintendents
1 - superintendent

Twenty-nine of the participants were from Texas and one was from Colorado.

The objectives of the Institute were:

1. to assist the institute members in gaining familiarity with and skill in reading and evaluating research;
2. to give each institute member experience in interpretation of research data;
3. to assist each institute member in gaining the necessary research skills which would enable him to carry to successful completion any problem involving the more familiar statistical techniques;
4. to equip each institute member with adequate skill in the scientific method to enable him to design and carry out limited studies pertaining to the curricular program in his particular school system;
5. to assist each participant in gaining the necessary skill to lead the staff members of his particular school in a program of action research;
6. to develop an appreciation of the contribution which research has made, is making, and can make to the development of a more adequate educational program;
7. to introduce the institute members to the advantages and limitations of machine analysis of data;
8. to give each participant experience in gathering and processing research data;
9. to develop the ability of each institute member to recognize and define a problem of significance to him in his professional field.

Description of the Program

The Institute was conducted daily (Tuesday through Saturday) from June 2 through August 3, 1966. Members and staff spent approximately eight hours each day in the Institute. Formal class sessions began at 8:30 a.m. and continued until 10:30 a.m. when a thirty minute break was taken. Classes resumed at 11:00 a.m. and continued until 12:00. The participants were allotted one hour for lunch and then the period from 1:00 p.m. until 3:00 p.m. was devoted to various activities such as work sessions, speakers, lecture, or library sessions. After a thirty minute break, the group reconvened until 4:30 p.m. for an additional work or seminar session.

One change in the planned program was made early in the session. The course Education 597 Evaluative Techniques which met at 9:30 a.m. was followed by an hour lab session and Education 590 Problem Identification was moved to 2:30 p.m. and followed by a one hour lab session. This change allowed the participants and the instructor in each of these courses to move from presentation and demonstration directly into student application. This arrangement was rather informal and on occasion the two classes would change hours. The fact that the Institute was self-contained allowed for a great deal of flexibility and the instructors utilized this freedom in an excellent manner.

The schedule of the staff members during the last three weeks of the Institute was influenced by the necessity for each instructor to teach one class in the regular doctoral program at North Texas State. This led to a minor change in the arrangement as outlined in the proposal, but did not deter in any manner from the effectiveness of the Institute.

Course Objectives and Outline

Education 590 - Problem Identification in Curriculum Revision. Three hours credit. Met 2:00 p.m. - 3:00 p.m., Tuesday through Saturday. Supplemented by Seminar "A" which met from 3:30 p.m. - 4:30 p.m. Tuesday through Saturday. Instructor: Dr. Hinely

The primary objective of this portion of the Institute was to acquaint the participants with the nature, problems, and techniques of educational research. The nature of the course was chiefly student centered. Some time was spent in lecture-discussion, but the majority of the time was devoted to individual and group work in applying the specific techniques taught in the other two courses. Each participant worked as a member of a group which identified a problem

and then through utilization of material for a simulated school produced by the staff (See Appendix A) the data were collected, analyzed and a report was written.

The activities in which the students engaged included:

1. Familiarization with the North Texas State University Library. Several class periods were spent in preparation and study of material prepared by the instructor. This classroom activity was followed by a guided tour of the library facilities. This was especially helpful to students who were new to the NTSU campus. This activity was culminated by a practical problem which called for the locating of specific material in the library.

2. A field trip to the NTSU Computer Center where the group had an opportunity to observe the process used in handling data for automatic processing. The problem used for demonstration was one which included all the elements and processes which had been studied up to that time.

3. Various staff members and graduate students spoke with the group regarding researchable problems and needs in the area of reading, Language Arts, social studies, elementary education, etc. These sessions were quite profitable as they gave the participants an insight into some of the problems under study and also acquainted them with personnel who can provide valuable assistance to them in their research efforts.

4. Efforts were made to acquaint the participants with sources of funds for educational research. The graduate dean of NTSU spoke to the group on funds available through faculty research and the procedures to be utilized in applying for these grants. This information had to be general in nature and could only indicate a possible source for graduate students. Difficulty was encountered in trying to bring to the group information regarding available federal funds. A representative of the USOE, Dallas Branch, met with the group, but this effort was not particularly successful.

5. Individuals and groups identified problems and then used material developed for a simulated school in seeking solutions to the problems. This procedure enabled the participants to move from identification to procedures, data gathering, and solution in a minimum amount of time.

6. Each individual formulated a problem on which he planned to work in his school system during the coming school year. He was able to carry this problem through the survey of related research and the procedures to be utilized. It is hoped that many of the participants will become involved in these and other problems when they return to their schools.

The content outline for the course was as follows:

I. The nature of educational research
   - A. Objectives
   - B. Criteria of sound research
   - C. Types of educational research

II. Identification of research problems
   A. Recognition of problem areas
   B. Delimiting problem
   C. Statement of hypotheses

III. Review of literature
   A. Purpose
   B. Scope
   C. Library skills
   D. Note-taking, coding and classifying

IV. Types of educational research
   A. Survey or status
   B. Historical
   C. Experimental
   D. Action

V. Problems in data collections
   A. Public relations
   B. Validity of standardized measuring instruments
   C. Reliability of standardized measuring instruments
   D. Objectivity

VI. Standardized measuring instruments
   A. Achievement
   B. Aptitude
   C. Intelligence
   D. Interest
   E. Personality
   F. Attitude
   G. Sociometric

VII. Assessing area research facilities
   A. Libraries
   B. Research specialists
   C. Electronic data processing equipment

VIII. Funding educational research
   A. Local
   B. State
   C. Federal
   D. Foundations

Education 596 Research Methods and Design. Three semester hours credit. Met 8:30 - 9:30 a.m. Tuesday through Saturday. Supplemented by Seminar "B" which met from 1:00 - 2:00 p.m. Tuesday through Saturday. Instructor: Dr. Holloway.

The function of this course was to assist the participants in designing, executing, and writing up the results of research studies. Considerable emphasis was placed upon methodology, types of educational research, scale construction and experimental designs.

The topical outline was as follows:

I. General methodology of science
   A. Task of science
   B. Language of the scientist
   C. Lawfulness

II. Formulation of research problems
   A. Hypotheses
   B. Defining concepts

III. General types of research methods and designs
   A. Status or survey
   B. Correlational
   C. Comparative (non-experimental)
   D. Experimental

IV. Data collection
   A. Observational methods (structured and unstructured)
   B. Questionnaires and interviews
      1. Content construction
      2. Sociometric method
   C. Projective and other indirect methods
   D. Scaling methods
      1. Rating scales
      2. Questionnaires that form scales

V. Research design I - Sampling plans
   A. Simple random sampling
   B. Systematic sampling
   C. Clustered sampling
   D. Stratified sampling

VI. Research design II - Specific types
   A. Simple randomized subject design
   B. Randomized matched subject design
   C. Matching subjects on an attribute correlated with the dependent variable
   D. Treatment by subjects design
   E. Variations of pre-post test design
   F. Simple two-factor designs
   G. Simple three-factor designs

VII. Reporting Research

Education 597 Evaluative Procedures. Three semester hours credit. Met 9:30-10:30 a.m., Tuesday through Saturday. Supplemented by Seminar "C" which met from 11:00 - 12:00 Tuesday through Saturday. Instructor: Dr. Kooker.

The primary objective of this course was to equip each participant with the necessary skills to handle the statistical techniques necessary to assist him in making an analysis of the data obtained in seeking solutions to a problem. The participants worked through problems as each new statistical technique was introduced and could then apply these techniques to the data gathered in their attempts to seek the answers to questions raised in Problem Identification.

The topical outline for the course was as follows:

I. The nature and purpose of measurement
   A. An overview of requirements for measures used in research
   B. The relationship between research and measurement

II. Review of descriptive statistics
   A. Frequency distributions and graphical representation
   B. Measures of central tendency and variability
   C. Normal curve functions
   D. Measures of relative standing
      1. Percentiles and percentile ranks
      2. T-scores, stanines and other score transformations
   E. Simple correlational analysis
      1. Person's r
      2. Rho, biserial r, etc.

III. Statistical inferences and hypothesis testing
   A. The nature of hypothesis testing--relating the concept of sample and population to probability
   B. The effect of population and sample definition on the types of conclusions warranted
   C. Testing a hypothesis about a single measure
      1. Proportion
      2. Mean
      3. Correlation
   D. Testing hypotheses about differences between two measures
      1. Independent samples
         a. Proportions
         b. Means
            (1) Experiments
            (2) Systematic observation
         c. Correlations
      2. Means of correlated samples
         a. Experiments using two groups
         b. Experiments using test-retest
         c. Systematic observation

E. Testing hypotheses employing frequency data - chi square
F. Testing hypotheses concerning differences among several means - simple analysis of variance
   1. Randomized group design
   2. Matched subjects or subjects used under several conditions.
G. Testing hypotheses concerning effects of more than one independent variable - factorial designs.

Evaluation of the Program

1. Program Factors

a. Objectives. It is felt that the objectives of the program were reasonable and were generally attained. In the proposal submitted for a similar institute for next year we have more emphasis upon achieving skill in the handling of statistics via automatic calculators. The transition from calculators to automatic data processing will be easily achieved. We feel that this provision would strengthen a future institute.

b. Content. It was the general feeling of the staff that in future institutes we would specify that the Institute courses could not be substituted for the required courses in research and statistics. This restriction would then free the instructors of these two courses from the pressures they felt to cover everything necessary in these two courses required of all doctoral degree candidates at North Texas State University. This year, it was stated that each candidate's doctoral committee would pass upon the area where courses could be counted. The instructors of these two courses in the Institute were the regular teachers of these courses in the doctoral program and they felt pressure to cover everything found in their usual course. This led to several instances where the instructor felt compelled to utilize both periods for lecture or lecture-discussion. This meant that the participants had additional work which they had to do during the evenings.

The institute quarters were kept open from 7:00 - 9:00 p.m. one night each week after about the third week. One staff member was present to give any assistance necessary. Approximately half of the participants chose to come to these informal extra study sessions. The calculators were available and students used this time to gain additional skill.

Two off campus field trips were taken. In each case, it was felt that the trip was valuable, but that there was room for improvement. It would be desirable for the director of future institutes to spell out quite carefully the processes, techniques, etc. which the group would hope to observe.

The simulated material was helpful, and if additional material can be added, it would increase the usefulness of this material for future institutes.

c. Staff. The staff was quite capable and worked well as a team. During this institute we operated with only one graduate student due to the very late approval of the proposed institute and the fact that the director never did know which items in the budget might be approved or disapproved. The original proposal called for two graduate students and these two assistants would be very valuable. The one student available devoted most of his time to the generation of data for the simulated school and was available for only limited use in seminars. It is felt that two graduate students would be desirable.

One full-time secretary and one-half time student secretary were employed. This would seem to be a minimum of clerical help. If it were possible for the clerical staff of the Institute to handle at least some correspondence for the participants, it would lighten the load of those who have to carry on their school tasks during the evening. We made every effort to duplicate anything which the regular staff requested and were able to duplicate most of the reports for the various group projects.

In the proposed institute for next year, we have made arrangements to bring to the North Texas State University campus a visiting professor to teach the course in research design. We think that this individual will make a most valuable contribution to the proposed institute.

Each of the three consultants was quite effective in the assigned task. We were most fortunate in being able to secure Dr. Travers, Dr. Peak and Dr. LaGrone. We feel that the three committed for next year will be equally effective if the proposal is approved.

It was felt initially that probably the director would not need to devote all of his time for the nine weeks to the institute but experience has proven that the multitude of detail necessary to cause the smooth operation of the Institute was indeed time consuming. The ratio of three full-time instructors plus the director to thirty participants would seem about right. Adequate time was available to each participant if he wished to arrange a conference with a staff member.

d. Trainees. To be eligible for consideration an applicant had to have completed at least thirty hours beyond the bachelor's, submit a satisfactory score on the Graduate Record Examination, the

National Teacher Examination, or the Miller Analogies, and submit a statement from his principal or superintendent stating that he would be employed full-time during the 1966-67 school year in a position such as counselor, curriculum director, or administrator. Two applicants from a single system were particularly invited to apply as a team. In this instance at least one of the applicants had to have met the qualification regarding position and each had to meet the other qualifications. There were seven teams of applicants who were accepted. The other sixteen members of the Institute represented that number of school districts.

Four of the participants chose to commute for one reason or another. This provided some problems for the individuals involved and on occasion two of these remained in Denton overnight when the press of classwork became particularly heavy. In future institutes it is planned to suggest even more strongly that the work load would make it extremely difficult to commute and do justice to the assignments.

This Institute had but one participant from outside the State of Texas. It would be hoped that any future institute would be approved far enough in advance to allow for applicants from a wider geographical area. It is felt that this was one weakness of the institute just concluded.

e. Organization. This program could not be shortened and do justice to the amount of material which needs to be covered. This summer we took an unscheduled four day week-end in the middle of July and then made up these two days on Mondays. This break was beneficial to both participants and staff and would be utilized in any future institute. Each participant indicated that he was tired, but the majority felt that it would be virtually impossible to cut down either the number of days or the length of each day. Careful efforts will need to be made to keep the lab sessions from becoming lecture periods. It may well be that some activities by outside personnel could be reduced and thereby allow each instructor a few more periods. This year the program was pretty well filled with activities (See Appendix B).

This Institute just concluded was self-contained in a building occupied only by this institute. This had many advantages. The primary disadvantage was that the air conditioner was noisy and this distracting. Efforts were made to combat this noise but none were very effective.

We were able to borrow twelve Monroe Calculators from the School of Business and Monroe International loaned us three for the Institute. Nine of the ones borrowed from the School of Business were semi-automatic and therefore, quite limited in their usefulness

for statistical purposes. The proposal which has been submitted for next year calls for the rental of 19 fully automatic calculators and the proposal carries a provision that materials will be developed to teach computational statistics on the calculators by means of the Edex teaching machines. If this idea can be implemented, it will result in a considerable saving of time and should provide a higher degree of computational skill for each participant.

Participants located their own housing. Nearly all were married and their families accompanied them to Denton. We had no complaints regarding housing. A few participants indicated that the work load would make it desirable that the family not accompany the participant, but the restrictions placed upon pay for dependents forced the institute members to move their families here for the nine weeks.

Budget - There was one area in which the budget was inadequate. It was our feeling that the regulation requiring a participant to establish a temporary residence in Denton and to be accompanied by his dependents in order to receive pay would cut down the number of dependents claimed. This regulation worked in reverse and nearly every participant brought his family to Denton. These personnel were older and had larger families than would be the case for younger persons just out of college. We had allotted 2 dependents per participant and the 30 participants actually had 76 dependents. Five of the 30 were single. It will be necessary to figure on at least 2.5 dependents per participant and if 3.0 could be allowed it would give considerable more freedom in selection. We felt it necessary to try and keep down the number of trainees with several dependents.

One area where a considerable increase was requested for next year was in the rental of automatic calculators. This year we operated with chiefly semi-automatic ones borrowed from the School of Business. These are not satisfactory for statistical computation. Other areas of the budget were generally adequate. The short length of time which we had to select participants caused us to have to select from areas close to Denton. For this reason we did not use all of the funds alloted for travel of participants, but we feel the amount of the budget was appropriate.

The two areas where we were able to differ from a typical class was in having available some calculators (however inadequate) for student use and the use of simulated data to enable the participants to carry a problem through to completion in a minimum of time.

It was an advantage to be housed in a separate building even though this presented problems from the standpoint of duplication of materials and noise caused by the air-conditioner. This

separation gave us considerable freedom of operation which might not have been possible if the Institute had been housed where other classes were in session.

Probably the major weakness was in the inability of some of the participants to handle the material at the level presented. We felt obligated to provide instruction on the doctoral level when the students were receiving this credit. We feel that more time to receive applications and to make selections would help remedy this problem, but it is very doubtful if it could be eliminated.

The working relationship with our fiscal officer was excellent. We had a great deal of trouble trying to communicate with USOE. This apparently was due to rapidly changing personnel. The University received no money from USOE until after the Institute was completed. I understand that the budget has not yet been satisfactorily worked out. There were clerical errors in it when it was received by the President's office and these have not yet been corrected.

The staff members have expressed the opinion that the Institute was profitable. We had each participant evaluate the experience (See Appendix C) and by and large their comments were favorable. Two were very critical. Some of the comments made were:

"I consider the Institute successful in many ways, and I am sure that the results will be more and more evident throughout the coming months and years."

"This Institute was the opportunity of a lifetime for me to improve understanding of research tools. Thanks for including me."

"This to me was one of the most wasted 9 weeks I have ever spent in a school of higher learning. The emphasis on grades for this institute has made the entire time worthless."

"I certainly appreciate having the privilege of being in this institute."

"As far as my job at present and near future - this Institute was a complete waste of time."

"The Institute helped me tremendously."

One would hope that each individual would feel that he had gained in both knowledge and skill, but perhaps this was too much to expect. One indication of some success might be that three of the participants took the doctoral admission examinations and

were admitted to the doctoral program at North Texas State. At least two others are currently planning to continue their education as a result of their experiences in the Institute.

It is planned that each participant will be contacted during the coming year to ascertain what studies are being carried on as a direct result of their experience in the Institute. At least two participants have contacted me since they have returned to their schools about projects which they were planning for the coming year.

I have felt the need for information from the USOE regarding transfer of funds in the budget as well as other guidelines. If I could have had the form on evaluation several weeks ago, I could have planned for more involvement of students and staff in the evaluation. We would hope that freedom to plan programs will continue, but this year since we were involved for the first time, it would have helped to have had some more direction or guideline.

Program Reports

The Institute was first approved in March and then on April 5th we received permission to go ahead with the program as the final papers would be delayed for several weeks. Thus without a contract we prepared a mailing which was sent out on April 12th. This mailing was sent to every superintendent in Texas whose school district contained at least 500 students and to the superintendent of each school in the cities of Louisiana, Arkansas, Oklahoma and New Mexico which were within 25-50 miles of the Texas border. This mailing included a brochure, letter to the superintendent, a sheet of information for applicants, and two copies of the application form. (See Appendix D). Approximately 1,000 of these letters were mailed. Applicants were directed to send in the necessary material by April 30th.

On May 2, 1966 letters were sent to those 30 applicants who had been selected and to six who were to be alternates. The other 30 applicants were advised that it was not possible to include them (See Appendix E).. Copies of each letter are included in the Appendix. The successful applicants were sent a map of the campus and a form spelling out the registration procedure as well as a form which they were to return indicating acceptance or rejection of the offer. (See Appendix F). Each person who was offered a position accepted. During the next 10 days it was necessary for three of those originally accepted to withdraw and alternates were invited to accept. Each of these accepted and the full allottment of 30 were present on the opening of the Institute, June 2, 1966.

Publicity

Final approval was very late in coming and official information regarding the Institute could not be released until the Institute was already underway. When it was announced, the student newspaper, The Chat, the Denton Record Chronicle, the Dallas newspapers and Fort Worth papers each carried an article that the Institute was underway. Each week The Chat and the Denton paper carried an article regarding the activities of the Institute for the week.

Application Summary

Some 70 inquiries were received, but some of these came after the closing dates for applications. Phone calls were received from Boston, Oklahoma, and New Mexico, but by then the successful applicants had been notified. There were 66 completed applications received by the time of the deadline. Of these approximately 55 would be considered well qualified for the Institute. The selection committee composed of the Graduate Dean, the Dean of the School of Education, the Director of Teacher Education and the Institute Director (who acted as chairman) selected 30 applicants who would be offered membership in the Institute. Every applicant accepted, but due to job changes prior to May 20th three requested .... that they be dropped and three alternates accepted.

Trainee Summary

Thirty trainees began the program on June 2, 1966. At the end of the fourth week, one trainee found it necessary to drop out. He was superintendent of schools in a city of approximately 20,000 and after his wife had major surgery, he felt that he could not do the work of the Institute and all the other tasks related to his school. The other 29 trainees completed the full nine weeks of the Institute.

The thirty participants included:

3 - classroom teachers (secondary)
27 - supervisors or administrators

There were no trainees from State education groups or from colleges and universities.

Program Director's Attendance

The program was in session for 45 instructional days. Each instructor and the director was present each day.

Financial Summary

		Budgeted	Expended
a.	Trainee Support		
	(1) Stipends	$20,250.00	$19,875.00
	(2) Dependency allowance	8,100.00	9,510.00
	(3) Travel	1,920.00	836.32
b.	Direct Costs		
	(1) Personnel	$15,901.36	$15,401.36
	(2) Supplies	1,747.00	1,617.00
	(3) Equipment	175.00	175.00
	(4) Travel	916.80	470.00
	(5) Other	989.57	895.00
c.	Indirect Costs	3,999.78	3,999.78
	Total	$53,999.51	$52,779.46

APPENDIX A

A-1

HOME BACKGROUND

Name _____, _____ _____ Address _____ Telephone _____
(Last) (First) (Middle)

Date of birth _____ Place of birth _____ Race _____ Date of entrance _____

Fathers name _____ Occupation _____ Highest grade completed _____

Mothers name _____ Occupation _____ Highest grade completed _____

Guardian _____ Occupation _____ Highest grade completed _____

Is father living? ____ Is mother living? ____ Child lives with: Both parents ___; Mother __; Father__ other _____

Church attended _____ What language is spoken in the home? English__; other _____

Name of other children	Sex	Age	Grade	Name of other children	Sex	Age	Grade
_____	____	_____	_____	_____	____	_____	_____
_____	____	_____	_____	_____	____	_____	_____
_____	____	_____	_____	_____	____	_____	_____
_____	____	_____	_____	_____	____	_____	_____

Comments on hcme and family:

PERMANENT OFFICE RECORD--ELEMENTARY SCHOOL

NAME OF PUPIL

Boy / Girl (Last) (First) (Middle)

Birthplace Country or U.S. State

Race

Birthdate. . . . . ,19. . .
Mo. Day Year

Birthdate Based on:

Age at Entrance
Mo.

School Last Attended:

VACCINATION RECORD
Date Results

FATHER

MOTHER

LEGAL GUARDIAN

WHILE ATTENDING SCHOOL

School Year	School or Building Attended	ENTRANCE Date of	ENTRANCE Times Tardy	ATTENDANCE Days Present	ATTENDANCE Days Absent	WITHDRAWN Date	WITHDRAWN Reason	RESIDENCE Name and No. of Farm, Street.

Check Handicap
...Blind
...Deficient Vision
...Deaf
...Partially Deaf
...Speech Defect
...Feeble-minded
...Crippled
...Speech Disorder
...Nervous Disorder
...Lowered Vitality

Other:

RECORD OF SPECIAL EDUCATION AND PHYSICAL DEFECTS

Date Heighth Weight Notes

FINAL RECOMMENDATION AND COMMENTS

(Over)

LAST NAME DATE OF BIRTH TELEPHONE NO. (in pencil)

RECORD OF SCHOLARSHIP

School Year	Semester Ending	Grade	Spoken Expression	Written Expression	Reading	Spelling	Writing	Social Studies	Agriculture	Home Making	Health and Phy. Ed.	Music	Art	Arithmetic	Science				Effort	Study Habits	NAME OF TEACHER

EDUCATIONAL TEST RECORD

Name _____ Birthdate _____ Address _____ Telephone _____

Date Yr.	Date Mon.	Age Yr.	Age Mon.	Stanford	Raw Score	Percentile	Stanine
				Primary I			
				Word Reading			
				Paragraph Meaning			
				Vocabulary			
				Spelling			
				Word Study Skills			
				Arithmetic			
				Primary II			
				Word Meaning			
				Paragraph Meaning			
				Science & Social			
				Spelling			
				Word Study			
				Language			
				Arithmetic Comp.			
				Arithmetic Concept			
				Arithmetic Applic.			
				Social Studies			
				Science			

Date Yr.	Date Mon.	Age Yr.	Age Mon.	California Test of Mental Maturity	Score	I.Q
				Level O		
				Language		
				Non-Lang.		
				Total		
				Logical Reasoning		
				Numerical Reasoning		
				Verbal Comprehension		
				Memory		
				Level I		
				Language		
				Non-Lang.		
				Total		
				Logical Reasoning		
				Numercial Reasoning		
				Verbal Comprehension		
				Memory		

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Date
Mo.

Age
Yr. Mo.

Stanford

	Raw Score	Percentile	Stanine
Intermediate I			
Word Meaning			
Paragraph Meaning			
Spelling			
Word Study			
Language			
Arith. Comp.			
Arith. Concepts			
Arith. Applic.			
Social Studies			
Science			
Intermediate II			
Word Meaning			
Paragraph Meaning			
Spelling			
Language			
Arith. Comp.			
Arith. Concepts			
Arith. Applic.			
Social Studies			
Science			
Advanced Battery			
Paragraph Meaning			
Spelling			
Language			
Arith. Comp.			
Arith. Concepts			
Arith. Applic.			
Social Studies			
Science			

Date
Yr. Mo.

Age
Yr. Mo.

CTMM

Level 1H	Score	I.Q.	M.A.
Language			
Non-Language			
Total			
Logical Reas.			
Numerical R.			
Verbal Comp.			
Memory			
Level 2			
Language			
Non-Lang.			
Total			
Logical R.			
Numerical R.			
Verbal Comp.			
Memory			
Level 2H			
Language			
Non-Lang.			
Total			
Logical R.			
Numberical R.			
Verbal Comp.			
Memory			
Level 3			
Language			
Non-Lang.			
Total			
Logical R.			
Numerical R.			
Verbal Comp.			
Memory			

APPENDIX B

SCHEDULE FOR RESEARCH INSTITUTE

June 2	8:30 a.m.	Registration for the Institute. Introduction of staff and outline of procedure.
June 3	8:30 - 9:30	Registration. Classes will not meet.
June 4	8:30 - 9:30	Education 596 Dr. Holloway Seminar A 1:00-2:00
	9:30 -10:30	Education 597 Dr. Kooker Seminar B 2:00-3:00
	11:00 -12:00	Education 590 Dr. Hinely Seminar C 3:30-4:30
June 7		
June 8		
June 9	2:00 - 4:00	Dr. Galloway "The Role of the Researcher in the Elementary School."
June 10	11:00 -12:00	Dr. Travers "Weaknesses and Problems in Research Studies
	1:00 - 2:30	Dr. Travers Seminar group
	3:00 - 4:00	Dr. Travers Reception in Social Fundamentals Room
June 11	8:30 - 9:30	Dr. Travers "Techniques for Tightening Research"
June 14	3:30 - 4:30	Tour of NTSU Library - Joe Bailey in charge
June 15	1:00 - 3:00	Dr. Louise Allen "What Research Says About Reading"
June 16		
June 17	3:30 - 4:30	Jimmy Williamson "Curricular Research in Social Studies"
June 18		
June 21	2:00 - 4:00	Dr. Crotts "Needed Research on the Disadvantaged"
June 22		
June 23	9:30 -10:30	Dr. La Grone "The Obligation of Research to Lead"
	1:00 - 2:30	Dr. La Grone Seminar
	3:00 - 4:00	Reception in Social Fundamentals Room
June 24	11:00 12:00	Dr. La Grone "Cooperative Research"
June 25		
June 28	3:30 - 4:30	Dr. Ballard "Research in Language Arts at the Secondary Level"
June 29		
June 30	2:00 - 3:00	Dr. Toulouse " NTSU Involvement in Federal Programs"
July 1		
July 2		
July 5		
July 6	3:30 - 4:30	Dr. Matthews of the U.S. Office of Education
July 7	8:30 - 9:30	Dr. Peak "The Use of Measurement in Valid Evaluation"
	1:00 - 2:30	Dr. Peak Seminar
	3:00 - 4:00	Reception in Social Fundamentals Room
July 8	9:30 -10:30	Dr. Peak "Interpretation of Evaluation for Action"
July 9	1:00 - 2:30	Monroe Demonstration
July 11		
July 12		
July 13	8:15 -12:00	Denton State School
July 14		
July 15	Registration for Second Six Weeks	
July 16	No Class	
July 19		
July 20		
July 21	1:00 - 2:30	Tour of the Computer Center at NTSU - Mr. Jerry Walden
July 22		
July 23	July 25	
July 26	8:00 - 5:00	Tour of IBM, Dallas
July 27	July 29) p.m.	Reserved for reports on proposed research by partici-
July 28	July 30)	pants. August 2 Exams a.m. only
		August 3 Exams a.m. only

APPENDIX C

CRITQUE OF RESEARCH INSTITUTE

Please answer each of the following questions in a few sentences.

1. What suggestions would you make for changes in organization? Time of day? Length of institute? etc.

2. Comment on methods, materials, and techniques which you found effective.

3. Comment on methods, materials, and techniques where you feel improvement was needed.

4. Should efforts have been made to provide social activities? If so what kind?

5. Make any additional comments which you feel would help to make future institutes more valuable.

6. In what major ways did the structure of the Institute differ from your expectations?

7. Comment on the balance between lecture, lab, and individual comferences.

8. Of the course work covered, would you delete topics? Specify.

Please rate the following activities using the following scale.

1 - very valuable
2 - valuable
3 - neutral
4 - little value
5 - waste of time

_____ Talks by visiting consultants.

Which was of most value?_____

Which was of least value?_____

_____ Talks by visiting NTSU staff members.

Which was of most value?_____

Which was of least value?_____

_____ Presentation by the representative of Monroe
_____ Receptions for the visiting consultants
_____ Coffee available in the center
_____ Tour of the Denton State School
_____ Tour of the NTSU Computer Center
_____ Tour of IBM
_____ Presentation by Dr. Matthews from the Dallas Office of the USOE
_____ Tour of the NTSU library
_____ Having calculators available
_____ Opening the building occasionally at night
_____ Utilization of simulated data
_____ Presentation of individual reports
_____ Presentation of group reports
_____ Binding of group reports

APPENDIX D

Research Institute for Public School Personnel

North Texas State University
Box 6765, N.T. Station
Denton, Texas 76203

Dear Sir:

We think that you will be interested in the Research Institute described in this pamphlet. There are many ways in which this type of preparation will be of value to your professional staff.

The staff of the Institute would appreciate your selection of two of your staff members who would profit most from this experience and then encouraging them to complete the necessary forms and return them prior to April 30, 1966.

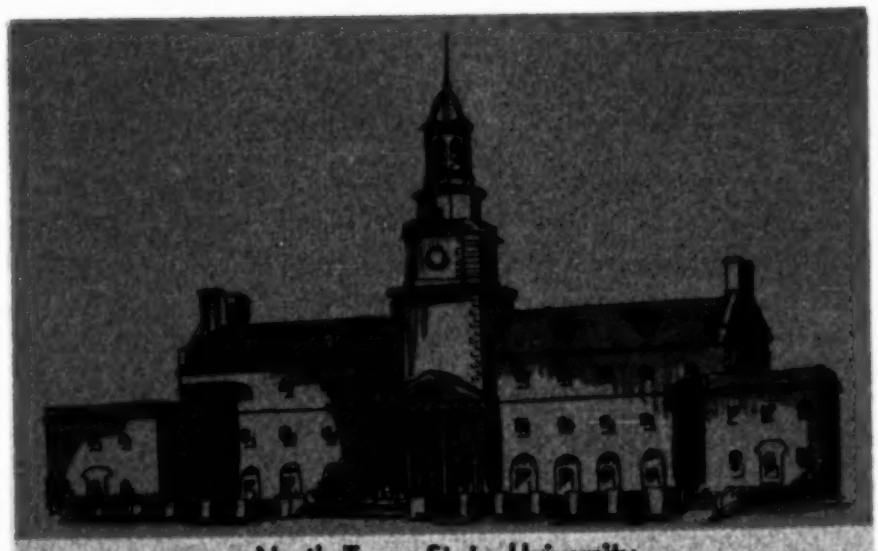
It is our intention to present a worthwhile program for the participants and we are vitally interested in obtaining high quality personnel.

Many thanks for your support of this Institute.

Sincerely,

John Curry
Director

D-1



North Texas State University

RESEARCH INSTITUTE

for

PUBLIC SCHOOL CURRICULUM PERSONNEL

U.S. Office of Education, Educational
Research Training Program

June 1, 1966 through August 3, 1966

D-2

PURPOSE

The central purposes of the Institute will be to prepare a team of competent individuals from a school system so that this team can initiate, direct, and evaluate curricular experiments within their respective systems.

Individuals will be assisted in their development of research skills requisite to carrying out the tasks delineated above.

DESCRIPTION OF THE PROGRAM

The Institute will operate for nine weeks, June 2—August 3, 1966, Tuesday through Saturdays. Institute members and staff will spend approximately seven hours per day in the Institute Program. Classes will meet from 8:30 until 12:00 with seminars scheduled for the afternoon hours. The academic courses will be:

Education 590—Problem Identification in Curriculum Revision

The primary objective of this course will be to acquaint the participants with the nature, problems, and techniques of educational research.

Education 596—Research Methods and Design

This specially designed course will serve the function of assisting Institute members in designing, executing and writing up the results of various kinds of research studies conducted within a typical school system.

Education 597—Evaluation Procedures

The focus of this special course will be to enable each Institute member to handle the necessary statistical techniques to assist him in making an analysis of the data obtained in seeking solutions to a problem.

ACADEMIC CREDIT

Successful completion of the Institute will carry nine hours of graduate education credit. Whether this credit may be applied toward a particular graduate degree will of necessity be left to the discretion of the student's graduate committee.

ADMISSIONS REQUIREMENTS

The Institute will be limited to 30 participants. Two applicants from a single school system are particularly invited to apply as a team. Each applicant must have completed at least 30 hours of graduate work and at least one must hold a responsible position such as curriculum coordinator, supervisor, dean or administrator. The participants will be selected solely on the basis of their ability to benefit from the program and their capacity to perform professionally, without regard to sex, race, creed or color.

Specific Criteria

1. A bachelor's degree from an accredited institution.
2. A minimum of 30 hours beyond the bachelor's.
3. Be able to state that he will be engaged full-time in a responsible position as outlined above or in research in the 1966-67 school year.
4. Submit a satisfactory score on a recognized evaluative instrument such as the Graduate Record Examination, The National Teachers Examination, or The Miller Analogies.
5. Be eligible for admission to the Graduate School.

Application Procedure

1. Submit a completed application form obtained from the Director.
2. Submit a transcript of all college work.
3. Complete an application for admission to the Graduate School.
4. Submit a statement from the applicant's superintendent or principal (a) that he is currently employed in a position related to

e degree will of necessity be left to the dis- of the student's graduate committee.

SIONS REQUIREMENTS

Institute will be limited to 30 participants. plicants from a single school system are par- invited to apply as a team. Each applicant ve completed at least 30 hours of graduate d at least one must hold a responsible po- uch as curriculum coordinator, supervisor, administrator. The participants will be se- olely on the basis of their ability to benefit e program and their capacity to perform onally, without regard to sex, race, creed r.

Criteria

A bachelor's degree from an accredited in- stitution.

A minimum of 30 hours beyond the bach- elor's.

Be able to state that he will be engaged full-time in a responsible position as out- lined above or in research in the 1966-67 school year.

Submit a satisfactory score on a recognized evaluative instrument such as the Graduate Record Examination, The National Teach- ers Examination, or The Miller Analogies.

Be eligible for admission to the Graduate School.

tion Procedure

Submit a completed application form ob- tained from the Director.

Submit a transcript of all college work.

Complete an application for admission to the Graduate School.

Submit a statement from the applicant's superintendent or principal (a) that he is currently employed in a position related to curriculum improvement, or (b) in the case of two applicants that one will be engaged in research during the 1966-67 year.

5. Submit a statement indicating his interest in the Institute and incorporating a state- ment of his present position, his goals for the future, and his proposals for the achieve- ment of these goals.

HOUSING

Arrangements will be made in a men's dormi- tory and in a women's dormitory for a graduate wing to house only Institute participants and other graduate students. Any student living off campus will need to obtain housing in approved quarters prior to registration. University food services are available. Each person who accepts an invitation to attend the Institute will be sent information about housing. Participants are urged to live near the University in order to obtain maximum benefit from the planned program.

INSTITUTE STAFF

John F. Curry, Ed.D., Professor of Education, Director

Harold D. Holloway, Ph.D., Professor of Psychology

Earl Kooker, Ph.D., Professor of Psychology

Reginald T. Hinely, Associate Professor of Education

VISITING CONSULTANTS

Dr. Robert M. W. Travers, Department of Educa- tional Psychology, Western Michigan Univer- sity, Kalamazoo, Michigan

Dr. Philip Peak, Dean, School of Education, Indiana University, Bloomington, Indiana

Dr. Herbert La Grone, Dean, School of Education, Texas Christian University, Fort Worth, Texas

TIMETABLE FOR APPLICATION

Application forms for the Institute may be obtained by writing

Dr. John Curry, Director
Research Institute for Public School Curriculum Personnel
North Texas State University
Denton, Texas 76203

Completed applications together with all other requested materials will be considered through April 30, 1966. Selected participants will be notified of acceptance on or before May 2, 1966.

Acknowledgement of acceptance must be received by the Director of the Institute no later than May 15, 1966.

STIPENDS

Participants will each receive a stipend of $75 per week, plus a $15 per week allowance for each dependent if the trainee establishes a special temporary residence specifically for the purpose of attending the Institute and if the dependent accompanies and resides with him during the nine weeks training period. Stipends will be paid in three equal installments at the end of each three weeks period.

Participants will receive an allowance of 8 cents per mile for one round trip from their place of residence to the Institute. Each participant will be paid the total stipend due. No deductions will be made for room and board or for other expenses. Enrollees will not be charged for tuition, fees, or books.

Presented under contract with The United States Office of Education P.L. 83-531, Section 2(b) as amended by P.L. 89-10, Title IV.

Research Institute for Public School Personnel

North Texas State University
Box 6765, N.T. Station
Denton, Texas 76203

Information for Applicants for Research
Institute for Public School Curriculum Personnel

1. Each applicant should complete the attached Application and return it to the Director not later than April 30, 1966.

2. Attach to the application a transcript of all college work.

3. Complete the Application for Admission to the Graduate School and return it to the Director.

4. Submit a letter from your superintendent or principal indicating your present position and any anticipated change in assignment for the 1966 - 67 school year. An applicant should be in a responsible position or be engaged in research during the 1966 - 67 school year.

5. Applicants who are accepted for the Institute will be notified on or before May 2, 1966.

6. Additional information may be obtained by writing.

Dr. John Curry, Director
Research Institute -
Public School Curriculum Personnel
North Texas State University
Denton, Texas 76203

Application for Research Institute for
Public School Curriculum Personnel

Directions: This form should be filled in carefully and filed with the Director of the Institute.

Miss.
Mrs. _____ (last), _____ (first), _____ (middle)
Mr.

Social Security No. _____ Date of birth _____

Address _____
street and number city state

Institute Address _____

Marital Status _____ No. of children _____ other dependents _____

Degrees held _____ No. of hours beyond bachelor's _____

Educational history from college graduation to present (List chronologically)

Institution	Location	Degrees Earned	Date

Teaching Experience (List chronologically)

School	City	Position	Date

Score obtained on: Miller Analogies _____; Graduate Record Examination _____; The National Teachers Examination _____

D-4

List graduate courses completed.

Major

Title of course	semester hours	grade	Institution

Minor(s)

In the space below describe your educational objectives and your plans for attaining these objectives.

Signature _____ Date _____

Return to Dr. John Curry, Director
Research Institute-Curriculum Personnel
North Texas State University

APPENDIX E

Research Institute for Public School Personnel

North Texas State University
Box 6765, N.T. Station
Denton, Texas 76203

Dear

The selection committee for the Research Institute for Public School Curriculum Personnel has met to consider all applications. There were more applications than could be accepted, and we regret that you were not among those selected.

Thank you for your interest in the Institute. We appreciate your efforts in furnishing materials required for application. Your dexigraph and other materials will be returned to you in a few days.

If North Texas State University can be of service to you in the future, please let us know.

Sincerely yours,

John Curry
Director

sp

E-1

APPENDIX F

Research Institute for Public School Personnel

North Texas State University
Box 6765, N.T. Station
Denton, Texas 76203

Dear

This letter is your invitation to become a member of the "Research Institute for Public School Curriculum Personnel" at North Texas State University for nine weeks this summer.

Information regarding admission to the University will be sent to you by the Director of Admissions and the Director of Housing will contact you regarding housing.

As was explained in the information mailed about the Institute, each participant will be paid a stipend of $75.00 per week, and if you establish a temporary residence in Denton for the purpose of attending the Institute and if your dependents (wife and children under 18) accompany you, then you will receive $15.00 per week for each dependent. Each participant will also be paid for one round trip from his home to Denton at the rate of 8 cents per mile. Participants in the Institute will not be assessed the usual tuition or fees with the exception that each participant will be required to make a $5.00 property damage deposit which is refundable and a fee of $1.00 is charged for registration of a car.

We are arranging to pre-register all participants so that it will be unnecessary for each one to go through the regular procedure. I will give you the details on this when I have made final arrangements.

Please return the enclosed form immediately to indicate your acceptance or rejection of this offer.

I am looking forward to meeting you personally and in working with you this summer.

Sincerely yours,

John Curry
Director

sp
Enc.

F-1

Research Institute for Public School Personnel

North Texas State University
Box 6765, N.T. Station
Denton, Texas 76203

Mail to:

Dr. John Curry, Director
Research Institute for Public School Curriculum Personnel
Box 6765 N. T. S. U.
Denton, Texas

____ I accept the nomination and unless factors beyond my control arise, I plan to participate in the entire nine week program. I understand that participation in the Institute is a full-time responsibility for five days per week.

____ I am unable to attend. Please withdraw my name from those selected.

____ I plan to commute to the Institute.

____ I plan to move my family to Denton for the Institute. We will live at _____ or we will locate housing and then let you know the address____.

____ I shall not bring my family to Denton. I plan to live at_____.

____ I am married and will claim _____ dependents.

The distance from my present location to Denton is _____ miles.

_____
(Signature)

_____

_____
(Address)

F-2

REGISTRATION PROCEDURE FOR RESEARCH INSTITUTE PARTICIPANTS

1. The Director will pick up all card packets for Institute members.

2. Members of the Institute will meet in the Institute center at 8:30 a.m., June 2nd for registration. (See enclosed map.)

3. Each participant will be enrolled for: Education 590 Problem Identification in Curriculum Revision and Education 596 Research Methods and Design during the first summer session. Enrollment in the other three hours (Education 597 Evaluation Procedures) will be during the second six weeks. Classes for all three courses will meet for the total nine week period.

4. Each participant will need to be prepared to pay a $5.00 property damage deposit and to pay $1.00 for car registration. There will be a limited number of reserved parking spaces available in the lot on Avenue C and Mulberry ($2.00 per month). Arrangements can be made in the Business Office.

5. Officials from the Registrars Office and the Business Office will be present to assist in completing registration.

6. Operating procedure of the Institute will be discussed.

7. The first class of the Institute will meet at 8:30 a.m. on June 4, 1966.

Research Institute for Public School Personnel

North Texas State University
Box 6765, N.T. Station
Denton, Texas 76203

Dear

The selection committee for the Research Institute for Public School Curriculum Personnel has met to consider all applications. There were more applications than could be accepted, and we regret that you were not among those selected. We have placed your name on our List of Alternates and if any applicants cannot accept, we will choose replacements from this list.

Thank you for your interest in the Institute. We appreciate your efforts in furnishing materials required for application.

If North Texas State University can be of service to you in the future, please let us know.

Sincerely yours,

John Curry
Director

sp

F-4

North Texas State University

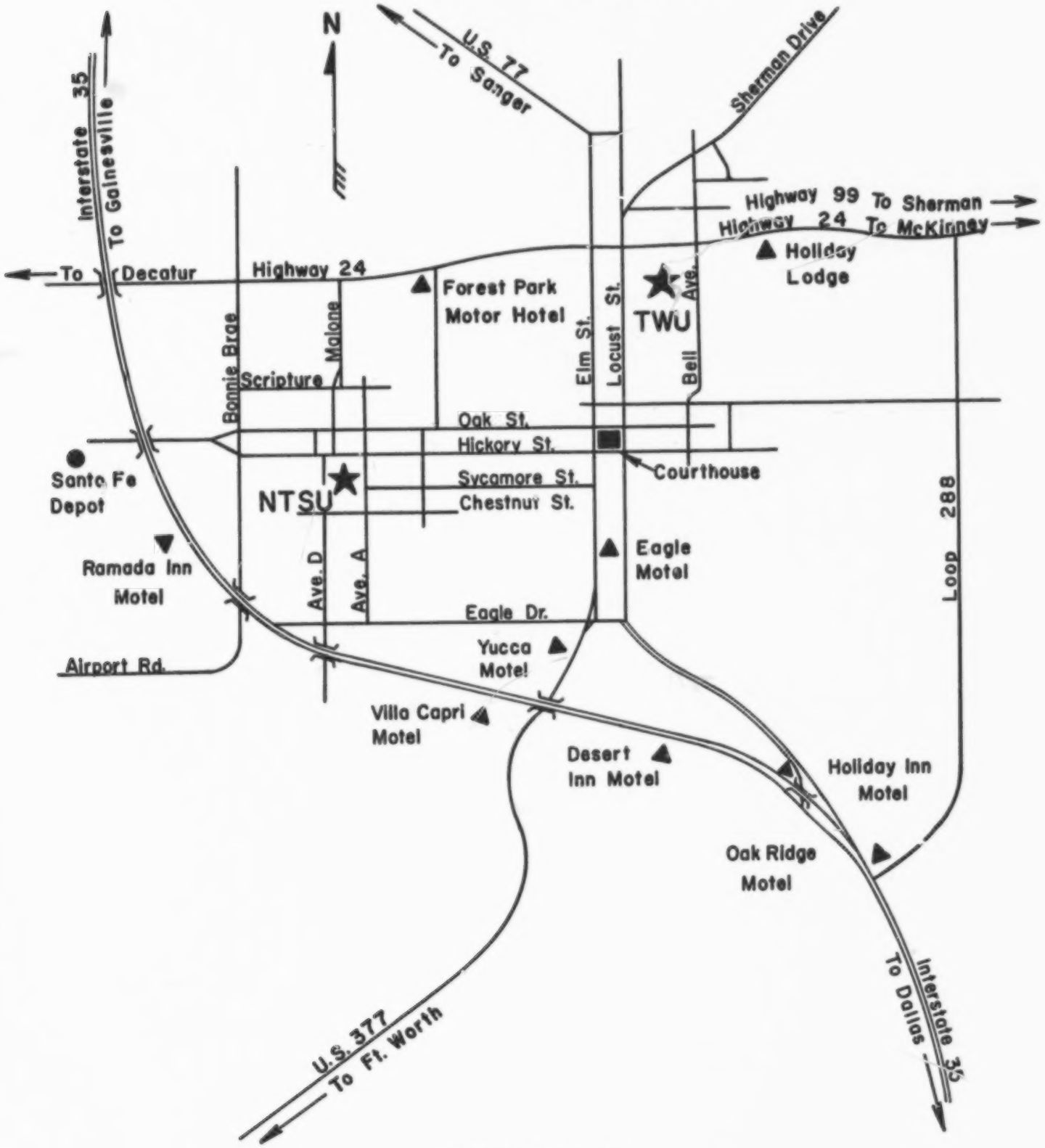
LEGEND

A	ADMINISTRATION	H	HISTORICAL	MSH	MAPLE ST. HALL
AB	AUDITORIUM	HM	HOME MANAGEMENT	MU	MUSIC BLDG.
AT	ART BLDG.	HOSP	HOSPITAL	OH	ORCHESTRA HALL
BA	BUSINESS ADMIN.	IA	INDUSTRIAL ARTS	OSH	OAK STREET HALL
BC	MASTERS HALL	J	JOURNALISM	PC	PRESBYTERIAN CTR.
BH	BRUCE HALL	KH	KENDALL HALL	PM	PHYSICS-MATH
*BIO	BIOLOGY	L	LIBRARY	PP	POWER PLANT
BSC	BAP. STU. CTR.	LG	LANGUAGE-GOVT.	PR	PRESIDENT'S HOME
CCBC	CHURCH OF CHRIST BIBLE CHAIR	LS	LAB SCHOOL	QUADS	1 & 2 MEN'S 3 & 4 WOMEN'S
CH	CHILTON HALL	LSG	LAB SCHL. GYM	S	SCIENCE BLDG.
*CLH	CLARK HALL	LSS	LAB SCHL. SHOP	SC	SERVICE CENTER
CRH	CRUMLEY HALL	MAR. H	MARQUIS HALL	SP	SWIMMING POOL
DSF	DISCIPLES OF CHRIST	McCH	McCONNELL HALL	SU	STUDENT UNION BLDG.
EC	EPISCOPAL CTR.	MB	MEN'S BUILDING	TH	TERRILL HALL
EH	EDU.-HOME ECO.	MC	METHODIST CTR.	WD	WEST DORMITORY
GA	GRADUATE APTS.	M. GYM	MEN'S GYM	WG	WOMEN'S GYM
		MH	MUSIC HALL		

*Under construction 1965-1966.

BRADLEY
GA
MARIETTA
JAGOE
NORMAL
BRYAN
PC
FRY
OSH
PONDER
OAK
MILLER
HICKORY
DSF
EC
IA
AB
S
H
PM
AT
PP
L
LG
BA
HM
MULBERRY
SYCAMORE
VISITOR PARKING
TH
MAR H
McCH
HOSP
BH
BC
BIO
CHESTNUT
AVE. A
AVE. B
AVE. C
AVE. D
WELCH
OH
MH
MU
MB
LS
A
SUB
SP
LSG
J
W. GYM
EH
BSC
CCBC
PRAIRIE
CH
QUADS
1
2
3
4
HIGHLAND
CRH
LSS
KH
MAPLE
CLH
MSH
MC
EAGLE DRIVE
TO McCORMICK ST EXIT, I. HWY 35E
TO GOLF COURSE & CLUB HOUSE, I HWY 35E
CHARLOTTE
LOUISE
AVE H
AVE G
AVE F
AVE E
SC
WD
EDWARDS
M. GYM
PR
FOUTS FIELD
NORTH
VISITOR PARKING
INTERSTATE HWY. 35E
F-6

MAP
of
DENTON, TEXAS
showing motels and roads and streets providing access to
NORTH TEXAS STATE UNIVERSITY



DENTON MOTELS

Name	Address	Telephone	No. Units	Food Service	Conference Room
Desert Inn Motel	Hwy 35 S.	382-2506	32	No	Yes
Eagle Motel	600 S. Locust	382-2541	50	Yes	Yes
Forest Park Motor Hotel	1111 Univ. Dr.	382-9626	51	Yes	Yes
Holiday Inn	Dallas Hwy	387-3511	108	Yes	Yes-4
Holiday Lodge	E. Univ. Dr.	382-9688	16	No	No
Oak Ridge Motel	Dallas Hwy	382-5272	16	No	No
Ramada Inn	Hwy 35 N.	382-2583	60	Yes	Yes-4
Villa Capri Motel	611 Hwy 35	382-4181	48	Yes	Yes
Yucca Motel	Ft. Worth Hwy	382-2135	12	No	No

Note: All motels have private baths and air conditioning.